

EDUC518 16

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Course Summary

Course : EDUC518 **Title :** Educational Psychology

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences.

Course Scope:

This course is designed to introduce psychological principles, theories, and methodologies to issues of teaching and learning in schools. Emphasis is placed on both team and learner-centered instruction and student diversity.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Define “educational psychology” and describe ways it can contribute to the education environment.
2. Discuss the importance of the psychology to the development of a student’s self- esteem, motivation, and learning styles.
3. Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
4. Apply learning theories and models to classroom situations.
5. Describe how students construct knowledge, acquire skills, and develop habits.
6. Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.
7. Apply objective knowledge of student development factors when making instructional decisions.
8. Discuss the implications and impact of the myriad of individual differences on the learning of individual students in the classroom environment.
9. Apply strategies that help diverse students work cooperatively and productively in groups.

10. Describe how teachers, parents, and students all contribute to a productive learning environment.

Outline

Week 1:

Objectives

1. Define "Educational Psychology."
2. Discuss reflective teaching and how it differs from other forms of teaching.

Reading

O'Donnell - Chapter 1

Assignment(s)

None

Forum(s)

Introductions

Forum 1: Reflective Teaching

Week 2:

Objectives

1. Compare and contrast the theories and contributions of Piaget and Vygotsky.
2. Apply the theories of Piaget and Vygotsky in a classroom environment.

Reading

O'Donnell - Chapter 3

Assignment(s)

Homework 1: Piaget and Vygotsky

Forum(s)

Forum 2: Mr. Hartland

Week 3:

Objectives

1. Describe a high-quality student-teacher relationship.
2. Explain: mental models, psychosocial development, the stages of moral development, the development of social competence and aggression, self-concept development, and talent development.

Reading

O'Donnell - Chapter 4

Assignment(s)

Begin Cooperative Learning Project (CLP)

Forum(s)

Forum 3: Student-Teacher Relationships

Week 4:

Objectives

1. Explain how students' special needs may interfere with social development
2. Evaluate the advantages and disadvantages of ability grouping.
3. Evaluate how differences in socioeconomic status and culture may affect students' success.

Reading

O'Donnell - Chapter 12

Assignment(s)

Homework 2: Social Development in the Classroom

Forum(s)

Forum 4: Social Development Outcomes

Week 5:

Objectives

1. Explain intrinsic and extrinsic motivation.
2. Evaluate motivational strategies for a variety of learners and dynamics.

Reading

O'Donnell - Chapter 10

Assignment(s)

Cooperative Learning Project (CLP) Proposal

Forum(s)

Forum 5: Intrinsic and Extrinsic Motivators

Week 6:

Objectives

1. Evaluate ways a teacher can increase student confidence, foster a constructive reaction to failure, implement goal-setting, and cultivate a culture of eager learners.

Reading

O'Donnell - Chapter 11

Assignment(s)

Homework 3: Motivating

Forum(s)

Forum 6: Self Efficacy

Week 7:

Objectives

1. Explain what types of learning are described by behavioral theory.
2. Compare and contrast different forms of reinforcement that affect behavior and performance.
3. Apply behavioral learning theory to increase the frequency of desirable student behaviors and decrease undesirable student behavior.

Reading

O'Donnell - Chapter 5

Assignment(s)

None

Forum(s)

Forum 7: Structuring Instruction

Week 8:

Objectives

1. Describe self-management.
2. Create strategies to promote self-management in children.
3. Compare and contrast the advantages and limitations of behavioral learning theory.

Reading

O'Donnell - Chapter 6

Assignment(s)

Homework 4: Using Behavioral Learning Principles

Forum(s)

Forum 8: Classroom Norms and Rules

Week 9:

Objectives

1. Compare and contrast cognitive and constructivist theories of learning.
2. Describe why each of the following are important for learning: attention, perception, and working memory.
3. Explain the concept of categorization.

Reading

O'Donnell - Chapters 3 and 7

Assignment(s)

None

Forum(s)

Forum 9: Learning

Week 10:

Objectives

1. Explain the different modalities used to learn..
2. Evaluate strategies teachers can use to promote complex cognition.
3. Apply cognitive theories of learning to a diverse student body.

Reading

O'Donnell – Chapters 3 and 7

Assignment(s)

Homework 5: Cognitive Versus Constructive

Forum(s)

Forum 10: Grammar Script Power Point

Week 11:

Objectives

1. Compare and contrast the taxonomies of Bloom, Anderson, and Stiggins.
2. Evaluate how teachers can use homework effectively.
3. Create examples of counterexamples to help students grasp the boundaries of a concept.
4. Apply the use of scaffolding in instruction.

Reading

O' Donnell - Chapter 2

Assignment(s)

None

Forum(s)

Forum 11: Homework

Week 12:

Objectives

1. Evaluate the pros and cons of applying social learning theory to a learning environment.

2. Create examples for using the resources of cultural institutions as learning tools and extensions of the classroom.

Reading

O' Donnell - Chapter 8

Assignment(s)

Homework 6: Poetry

Forum(s)

Forum 12: Focused Versus Free Reign

Week 13:

Objectives

1. Explain the importance of the first day of the school year.
2. Create rules for classrooms.
3. Evaluate the steps to creating a learning community in a classroom.
4. Analyze the challenges related to applying the same rules and expectations to all students.
5. Explain social cohesion.
6. Create an effective plan for peer tutoring.
7. Compare and contrast the advantages and disadvantages of placing students in large working groups versus smaller ones.

Reading

O' Donnell - Chapter 6

Assignment(s)

None

Forum(s)

Forum 13: Cooperative Learning

Week 14:

Objectives

1. Evaluate the advantages and disadvantages of peer learning as a teaching strategy.

Reading

O' Donnell - Chapter 9

Assignment(s)

Homework 7: Taxonomy

Forum(s)

Forum 14: Peer Learning

Week 15:

Objectives

1. Explain the role of assessment in the instructional process.
2. Create a "fair" grading system.
3. Evaluate how cultural differences among students and their parents affect the process of communication progress.
4. Create strategies for improving assessment and grading practices.

Reading

O'Donnell - Chapter 13 and 14

Assignment(s)

Cooperative Learning Project Paper

Cooperative Learning Project PowerPoint

Forum(s)

Forum 15: Assessments

Week 16:

Objectives

1. Explain standardized assessments, standardized test scores, reliability, validity, bias, and high-stakes testing.

Reading

O'Donnell - Chapter 15

Assignment(s)

Cooperative Learning Project Participation

Forum(s)

Forum 16: NCLB

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Educational Psychology: Reflection for Action, 3rd Edition

Author: Angela M. O'Donnell, Johnmarshall Reeve, Jeffrey K. Smith

Publication Info: Wiley

ISBN: 9781118076132

Required Textbook(s) for this course:

O'Donnell, A. M., Reeve, J., & Smith, J. K. (2012). *Educational psychology: Reflection for action* (3rd ed.). Hoboken, NJ: Wiley.

Required Text for this degree program:

Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

Course Guidelines

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